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ABSTRACT

In preparation for the Third World Conference in Adult Education, the chaptrs of this report are based on Unesco's questionnaire. It is, therefore, not an exhaustive account of the period 1960-1970. The report discusses the following topics: National Education System; The Board of Adult Education; Financing; Methodology; and Personnel for Training of Adult Education. Three appendixes present Publications Pertaining to Adult Education Published during the Decade; Members of the Board, 1971; and Statistics and Figures. It is emphasized that informal, fundamental and vocational adult education in Kenya has been more pronounced than formal and literacy education. (DB)

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3/31/72

ADULT EDUCATION IN KENYA

(A HISTORICAL PERSPECTIVE)

DECADAL REPORT
1960-1970

The Speaker of the National Assembly Hon. F. M. Mati, M.P., addressing the Board. On his left is the Chairman Hon. P. N. Mbai, M.P., and the Executive Secretary Mr. S. Kihumba

CONTENTS

	Page
Preamble	vii
Chapter I—Introduction	1
Chapter II—National Education System	6
Chapter III—The Board of Adult Education	20
Chapter IV—Financing	23
Chapter V—Methodology	26
Chapter VI—Personnel for Training of Adult Education	29
Appendix I—Publications Pertaining to Adult Education during the Decade	31
Appendix II—Members of the Board, 1971	33
Appendix III—Statistics and Figures	34

PREAMBLE

The preparation of this decadal report was undertaken as part of the Unesco's exercise in preparing for the third world conference in adult education to be held in 1972.

The chapters are based on Unesco's questionnaire and it is, therefore, not an exhaustive account of the period 1960-1970. The sixties were eventful years in African History and it is difficult to isolate any one aspect particularly when the the political scene was immersed in independence fever.

The secretariat would like to acknowledge the assistance of Mr. P. G. H. Hopkins, the Director of the Institute of Adult Studies, Mrs. Dorothy Thomas, the Head of the Diploma Course at the University, and Mr. David Macharia the Assistant Director in charge of Extra Mural Division of the University, and many other members of the Board for whom space does not allow individual acknowledgements. All contributed to the report by either submitting written memoranda or editing the final draft.

The views expressed in this report should not necessarily be construed as reflecting the policies of the Government of Kenya.

S. KIHUMBA,
Executive Secretary,
Board of Adult Education.

Nairobi.
February 1972.

CHAPTER I

INTRODUCTION

Economic, Political and Social

Kenya lies astride the equator on the eastern coast of Africa along with Tanzania and Somalia as her coastline neighbours and with Uganda, Ethiopia and Sudan as the hinterland neighbours. Inside an area of 582,644 square km. (225,000 sq. miles) lives a population of 10,000,000 inhabitants as was revealed by the 1969 census. On a linguistic basis, the African population is divided into Bantu-, Nilotic-, Nilotic-Hamitic- and Hamitic-speaking groups.

The Central Highlands, stretching from the Taita Hills through the capital, Nairobi, Central and Upper Rift Valley, Nyanza and Western Provinces, are the hub of cultivation and dairy agricultural activities. Rainfall is fair, ranging from 30 to 80 inches per annum. The major food crops are maize, wheat, cassava, potatoes while the cash crops are coffee, tea, pyrethrum, pineapples and so forth. Coffee and tea account for over £40 million in export earnings, a figure rivalled only by that of tourism which is a major earner of foreign currency. Agriculture in this sector supports approximately 80 per cent of the total population.

The north and south of Kenya which comprise two-thirds of the country are semi-arid regions with less than 20 inches of rain per annum. This accounts for the low density of population and the nomadic propensities of the inhabitants. They have a high potential in ranching and probably some unknown or unexploited mineral wealth.

Political

After a long and bloody struggle Kenya finally attained Independence on 12th December 1963. Many divisive features of Kenya's politics immediately before and during the early Independence period gradually disappeared to give way to a united nation, forging ahead in development under the wise leadership of its legendary statesman, His Excellency Mzee Jomo Kenyatta.

The period from 1964 to 1967 was a time of national consolidation and political realignment. Contrary to the prognostications of the prophets of doom, the trials, frustrations and hardships of the troubled fifties—during the Mau Mau war—engendered a sobering effect on a people who emerged as a nation, committed to the arduous task of national reconstruction.

This political equilibrium enabled the country to utilize the talents of party stalwarts in the public and private sectors to meet the great demand for high-level manpower.

Every country has to strike a balance between national objectives and the interests of its individual ethnic groups. Kenya has had its share of tribalism where most of the economic activities are under control of foreign nationals and the indigenous people have limited capital resources and skills required for rapid Africanization. To weld this diversity of ethnic clusters into a national homogeneity is a long-term challenge to our leaders, and the educators in particular, in order to lay a firm social and political foundation for a nation on the march.

This unity of purpose also led to significant changes in political organization. The bi-cameral legislative organ which was part of strong regional governments

merged into a single-chamber house, a move which also abolished the regional set-up. The opposition parties went into voluntary liquidation, thus leaving Kenya a one party state.

Another notable event was the enactment of a law requiring a Member of Parliament to resign his seat and seek re-election on changing his party allegiance.

Communications

Transportation in Kenya still includes the camel and donkey in the arid areas and motor launches on oceans and inland waters. Mombasa is a famous port and gateway to Kenya and Uganda. Nairobi has an international airport which has recently been extended to accommodate Jumbo jets. It is supported by smaller airports at Mombasa, Kisumu, Wilson Airport (in Nairobi), as well as many airstrips and airfields.

Road transport saw the greatest extension with 40,000 km. of maintained roads, of which 2,800 km. are bitumen and 4,800 km. are gravel. Of the 110,000 vehicles in 1969, 50,000 were private cars, 12,000 heavy trucks and 3,000 motor omnibuses.

Language and Social Organizations

English is the official language but Swahili is also used in official correspondence. Nevertheless, the vernaculars are the local vehicle for communication, deriving from the social structure of various tribal groups. Kenya has a total of thirty tribes with patrilinear kinship system, its attendant property and power distribution as the general social order. Swahili is widely spoken in varying degree of intonation and pronunciation, which is often a subject of humorous epithets in mixed social gatherings.

National Education System

Formal education in Kenya has undergone some changes during the decade but the essential features have remained constant.

Pre-school:	2— 6 years
Primary:	7—14 years
Secondary:	15—20 years
University:	20 and over.

Very little is known of pre-school education which falls under local authorities except that by the end of 1970 there were 1,500 nursery centres with 50,000 children.

The overhaul of school syllabuses and curriculum which was the focus of heated debates—and the subject of the Ominde Commission (1964)—was all geared towards producing graduates with technical skills and a broad outlook. In revising the present curriculum for primary schools and Teacher Training Colleges, the educational experts hope to produce Kenyans able to shoulder the burden of national affairs in public and private life. This orientation of education has a great bearing on latter-day adult education.

Formal adult education has had to adapt itself to the school system since the level of formal education is always measured by one's ability to pass school examinations. Ironically, therefore, adults have had to withstand the drudgery of primary school syllabus, use childish reading materials and tolerate the undiluted teaching methods of primary and secondary school teachers who had no training in adult education.

This system was expected to—and somehow did, in fact—meet the sudden demand for manpower following the infinite openings of a booming economy.

7

The nation required qualified civil servants, from clerks to principal secretraries, salesmen, literate farmers, co-operative officers, policemen, soldiers, workers, citizens—the whole range of skilled workers—opportunities which were hardly open to Africans prior to 1960. In the political arena, a local authority councillor or an aspirant to Parliament had to pass an examination certifying at least primary education.

All these problems inevitably revolve around unemployment. Such administrative and political measures as the Tripartite Agreements arrived at between Government, trade unions and employers were but temporary palliatives; the central problem of lack of skills was tackled in different directions. Almost every Ministry and many private agencies established vocational training centres aimed at training young and adults in certain skills required in rural and urban development.

Perhaps the most laudable example was the Ministry of Lands and Settlement which had to resettle 40,000 families in a one-million-acre settlement scheme complex and teach them, almost overnight as it were, the basic agricultural methods as a guarantee against their loan commitments.

Fundamental adult education played a tremendous role in mobilising the masses towards the achievement of desired goals and objectives. This spirit of complete involvement has enabled the people to appreciate the discipline imposed by the regular development plans and the sectoral efforts at co-ordinated dissemination of skills.

Mass media, particularly the radio which was made an instrument of Government immediately after Independence, were responsible for dissemination of ideas on national unity and the cause of free Africa. Their function of educating, informing and entertaining the people was a vital chord in the creation of a national consciousness.

As part of our colonial heritage the distributive trade was in the hands of non-Africans, a fact which prompted the Government, in 1966, to pass the Trade Licensing Act for the express purpose of speeding up Africanization of this sector. Consequently, a crash programme of trade education to introduce the African traders to the fundamentals of book-keeping, literacy, salesmanship, banking, credit, loans, etc. was launched under the auspices of the Ministry of of Commerce and Industry in order to achieve this objective, but without dislocating the smooth flow of goods and services. The programmes were closely tied in with the establishment of the National Management Training and Advisory Centre which helped the more ambitious businessmen and promoted the principles of sound management in industry.

It is those subtle aspects of adult education that played a bigger role in accelerating development in this country. Informal fundamental education, residential courses in rural training centres, Extension services and the spirit of self-help as a medium of generating and channelling collective enterprise for fast development were some of the contributory factors. Audio/visual aids assumed great importance in a country where illiteracy still stands at 60 per cent of the adult population of 15 years and over.

During the seventies, Kenya, in line with free Africa south of the Sahara, has braced itself for accelerated rural development to raise rural incomes and improve rural welfare. With over 80 per cent of the population still in rural areas, this is a logical commitment for a progressive country. Rural development is a complex exercise involving formal and continued education, training, capital investment and training of technicians to lay the infra-structure for such things as water reticulation, roads, drainage, housing and so forth.

No doubt rural prosperity is functionally related to industrial expansion in urban centres. The Government wishes to pursue a similar programme in promoting public and private participation in industrial development, and the concomitant Africanization of all skilled jobs in that sector. By 1980 Kenya will have had the necessary machinery to produce the bulk of consumer manufactured goods to save on imports.

As a young nation comprising a diversity of tribal groupings, national integration, both social and political, is constantly nagging the progressive thinkers. First and foremost, all Kenyans, old and young, will undergo intensive training on the use of Swahili in their everyday speech and writing with a view, gradually, to making it the official language.

Kiswahili is a blend of several languages: Bantu, Arabic, etc., and its simple syntax and diversified vocabulary enhances its place among the nations of Eastern and Central Africa. The fact that the language is not the mother tongue of any linguistic bloc, endears Swahili as the lingua franca of Africa.

Politically, Kenya aims at developing a representative democracy based on full participation of the people at all levels of decision-making and originating action. Liberal education, citizenship education and the training of party functionaries are the cornerstones of true democracy; the principles and provisions of the Constitution, the laws of the land, the voting procedures are the contents and fibre of education for civic responsibility.

The concept of Government by local authorities and the integrity of their servants, is unhappily largely unexplored. The seventies should see new efforts at appraising the role of local authorities in rendering local service and giving a greater opportunity to the people to decide their destiny on local matters.

For adult education to make an effective impact on national development it is imperative that formal education for adults and children be synchronized and integrated as part of the final goal of life-long education. The educational planners, professionals and administrators will then devise a dual-purpose curriculum and syllabuses able to cope with the needs of adults and children alike. The additional advantage will be the training of teachers whose teacher training course will include an adult education element to make the teacher the *primus inter pares* in co-ordinated rural education, centred around the village school.

Rural Training Centres

At present there are several Ministries and agencies involved in rural training through the management of rural training centres. All these centres should now be brought under one body or Ministry to facilitate the structuring and introduction of a uniform curricula, uniform standards, supervision and exchange of information and data. The existing unco-ordinated system of rural training centres leads to duplication, wastage and under-utilization of financial and human resources, or what is called diseconomies. For example, the farmer training centres operate at only 40 per cent bed capacity.

Correspondence education promises to play the biggest role in rural education in areas where opportunities for evening classes, due to lack of proper lighting facilities, are limited. The Board of Adult Education is currently studying the possibilities of rationalizing the present system of correspondence education and assigning priorities to both public and private correspondence schools. This development has to include the stocking and distribution of adequate library facilities to support large-scale education by correspondence. An integrated library-cum-correspondence education is an effective public instrument for stimulating and

guiding local writers and publishers on the business aspect of literacy campaigns. Such an arrangement will undoubtedly enable the Ministry of Finance to determine the mode of public subsidy in promoting the arts, literature and the wider readership of certain types of literature.

Training, as a national policy, is currently being examined by a special committee. One notorious aspect of training is lack of a clear directive on the division of labour among the national institutions, including the University. Even in public service, some officers are trained at the Kenya Institute of Administration, others at the University, at the National Co-operative College and the Kenya Institute of Mass Communication. The Directorate of Personnel or some other such body should prescribe these functions. Such directive would be a timely boon to overcome the present acute shortage of qualified adult educators.

The incorporation of all these proposals will greatly depend on the data and statistics available to the decision-makers. Research, spearheaded by the Board of Adult Education, is the pivot of sound decision-making in teaching methods, materials and optimum allocation of priorities.

The only aspect of adult education which has not integrated fully into development is literacy. Literacy requires a professional team of workers able to rally and mobilize the local energies at the village level and cope with complex administrative matters. During the sixties, a national team charged with literacy work comprised three education officers with twelve years formal education and a two-year teacher training course, and one diplomate. This team was obviously grossly inadequate to spearhead a functional literacy campaign. It also deprived the movement of the intellectual fire-power necessary for planning, execution and evaluation. The isolation of literacy efforts has consequently brought about very limited results in mobilizing people for literacy work, and those who benefited from the sporadic efforts easily fell back into illiteracy.

Other forms of adult education, whether fundamental, vocational, or liberal have been fully integrated in development projects: settlement, family planning, farmer education, citizenship, leadership, trader courses, National Youth Service, co-operative education, teacher-upgrading correspondence courses, commercial education and so on. Kenya boasts a development record mainly because of this integration of training schemes and other activities in national life. The establishment of the Board of Adult Education to co-ordinate, originate and direct educational programmes was not a salvage operation but a stark recognition of the tremendous strides made in implementing sectoral training programmes, and the urgency of a body to give greater impetus to these efforts as well as a sense of direction and proportion to the movements.

In conclusion, it may be emphasized that informal, fundamental and vocational adult education in this country has been more pronounced than formal and literacy education. The results of formal and literacy campaigns are slow in manifestation unlike vocational training and fundamental education whose contribution can be measured in terms of rising production and efficiency in the agricultural, industrial and public sectors.

CHAPTER II

NATIONAL EDUCATION SYSTEM

The contribution of missionaries in both child and adult education in Kenya will always earn a chapter in our development history. In fact the earliest forms of education in Kenya were functional adult literacy classes, religiously oriented for the study of the Christian and Islamic bibles. The fierce campaign of proselytizing the "natives" was a literacy blessing in disguise since the missionaries had to rely on literate adult teachers for formal and religious education.

Kenya's formal education system owes its origins to the Beecher report of the early fifties. This report caused a political storm due to the recommendations which were aimed at controlling the numerical intake and progress of Africans through a series of eliminating examinations after every four years. Nevertheless, it was the first positive attempt by the colonial Government to streamline educational services which were haphazardly run by the missionaries in an unco-ordinated manner. Subsequent amendments through the fifties evolved into the present-day system.

Kenya has a dual system of formal education for its citizens, i.e. the school system and the adult education system: the latter is diffused through the public and private sectors. The Ministry of Education administers the schools through Boards of Governors and local authorities in urban areas. Since 1969, rural schools were transferred to the Ministry from county councils. The school system includes:—

Primary School	7-13 years old
Secondary	14-20 years old
University	21 and over

The three stages are punctuated by certificates of Primary education, School or Higher School Certificate, and university qualifications respectively. Post-Secondary School education is available at the Kenya Polytechnic and Mombasa Technical Institute. These two institutions, including the newest teacher-training college at Kahawa, near Nairobi, have now mounted intensive courses for Secondary School technical teachers.

The famous Swiss-financed Kenya Science Teachers College at Dagoretti must be mentioned where teachers undergo a three-year course in science teaching. Altogether there were 26 Primary School teachers' colleges and two Secondary School teachers colleges. The University of Nairobi meets the needs of graduate teachers.

In 1969 there were 1,282,297 children in Primary Schools which represents 60 per cent of the total school-age children below 13 years, Secondary Schools had 115,246 while 1,877 Kenyans were studying at the Nairobi University. In 1970 there were 6,116 Primary Schools, and 850 Secondary Schools as compared to 5,725 and 105 respectively in 1961.

For the financial year 1970/1971 the total budget for the Ministry of Education was £K.30m or one-third of the total budget.

Pre-school education is the responsibility of the Ministry of Co-operatives and Social Services and local authorities, who are responsible for the training of teachers and supervision of these centres.

Formal adult education is a joint exercise among several main institutions.

These are:—

Formal and literacy—Ministry of Co-operatives and Social Services.

Continued education by correspondence—Private Commercial Colleges and University.

Administration of all examinations and award of certificates—Ministry of Education.

Curriculum and syllabus for formal education—Ministry of Education.

Formal education is geared towards the public examinations which punctuate the school career under the Ministry of Education. The literacy element of edult education is planned, financed and executed by a Division of Adult Education in the Department of Community Development. Literacy as a prerequisite to formal and further education is still being organized on traditional lines as used by Primary School teachers. Functional and work-oriented, which have proved useful, when applied on a selective basis have had limited application. Generally the local school teachers are left to their initiative in interesting and holding the attention of adult students for literacy.

Every ministerial structure and Government organization has certain objectives and goals to be achieved within the targets of a development plan. It is also related to the prevailing philosophy in certain matters pertaining to politics and social change. Adult education after the mid-sixties was held to be part of community development, a system of concepts and beliefs revolving around the "felt needs" approach. It was argued that the people must be motivated by the community development assistants to attend literacy classes and sustain their interest for continued attendance and whet their appetite for further educational activities. Consequently adult literacy is now a division alongside other divisions under the Commissioner for Social Services (Community Development Division, Vocational Rehabilitation for Disabled Division, Social Welfare Division, Rural Development Division, Sports Division, Youth Village Polytechnics Division). Each of these Divisions is headed by a Community Development Officer, while the head of the Adult Education Division is designated "Education Officer". This education officer had District Education Officers under his command, but no Provincial Officers—a very vital missing link.

When the final reckoning is made, certain glaring observations will emerge.

(*a*) That the national education system is an inseparable entity bound by several complementaries in both adult and child education.

(*b*) That the syllabus and curricula for both adults and children need a rationalization and synchronization to cater for the varied needs of both, and yet make an impact on the overall educational structure as part of universal and lifelong education system.

(*c*) That it is possible to restructure the teacher-training syllabus at all levels and professions with a view to producing multi-purpose teachers, able to handle adults and children alike in teaching situations.

(*d*) That the economics of scarcity favour a unified system of formal education in order to utilize the professional services in producing such crucial materials as the literacy primers and curriculum development. The present system tends to isolate adult education from the mainstream of educational development.

(*e*) Formal adult education has not attracted the big brains in educational fields. Their recruitment is mostly from Primary School masters looking for adventure and change from the classroom chores.

(*f*) That the realities of contemporary Africa in rural areas, where schools are scattered far and wide, and the only readily available literate men and women are school teachers, are such that any system of adult education by-passing the local teacher is bound to take a long time to have the desired impact on illiteracy eradication.

(*g*) That furthermore, the Primary School teacher who gets regular cash income is able to draw larger crowds around his radio set or disseminate information from newspapers, which he can afford to buy and peruse daily.

(*h*) That the modern audio/visual aids with their mechanical bias and the alien cultural background, require the teacher to paraphrase the meaning of various signs, aids, cinema, etc., to the people.

(*i*) That the school teacher, the extension officer, the local civil servant, the employees of local companies and local Government are all members of the local community and are a readily available reservoir of "instant" teachers.

Perhaps the only advantage of this set-up would be the fact that education is seen in its true light as distinct from literacy or the other extreme of seeing adult education as schooling for overgrown children. Surprisingly, the latter view is confirmed by a recent survery on reading habits, which revealed that regular reading of novels or books is frowned upon as isolation and "bookish" behaviour. The majority of Secondary and University graduates feel that a detailed perusal of the daily newspapers is an adequate literary exercise. In summarized form, the following is the structure of adult education in Kenya.

Ministry	*Courses Organized*	*Financial Assistance*	*Other*
Agriculture	Residential Farmer Training Centres (24).	Agricultural Shows.	
	Young Farmers (4K) Clubs	Extension Staff	Field Days.
	In-service for Extension Staff	Books and pamphlets, Radio Broadcasts, Television, Documentaries	Professional staff seconded to settlement schemes as Extension Officers.
Labour	National Youth Service (prevocational training in residential camps).		Workers education.
	National industrial training and apprenticeship Board, Management and Advisory Centre (Courses on management techniques).		
Commerce and Industry ..	Traders' courses (Residential and non-Residential).	Short seminars and courses for traders.	Industrial and Commercial Development Corporation Consultancy Services.
	Rural industrial training centres (Residential and non-Residential)	Broadcasts, leaflets, wall charts.	Seminars discussion groups.
Health	Family planning (short courses)	Seminars, Consultancy Clinics.	Broadcasts.
Co-operatives	National Co-operative College (Residential Courses for Members, officials and Civil Servants).	Extension Officers seminars.	
Social Services	Literacy Campaign, Formal Education, Residential Vocational Rehabilitation for disabled, Youth village polytechnics, Youth Centres, sports education	Seminars.	"talking" CD mobilization methods.
		National Sports Council Grants to local authorities for evening continuation classes.	

Ministry	*Courses Organized*	*Financial Assistance*	*Other*
Ministry of Education ..	Teacher Training, Teacher Refresher Courses.	Administration of examinations and award of certificate to adult students. Annual grant to University Institute of Adult Studies.	
Office of the President ..	National Institute of Administration—Civil Servants. Maseno Government Training Centre, Secretarial Colleges.	Short Courses for Chiefs	Political Education.
Lands and Settlement ..	Residential and non-Residential Courses for Settlers.	Publications, leaflets, agricultural shows for settlement schemes. Extension staff. Seminars, lectures on the meaning and purpose of registered land and the credit value of land title deeds.	
Attorney-General		Meaning and purpose of registration of births and deaths, lectures, pamphlets, and broadcasts.	
Ministry of Natural Resources		Lectures, Seminars, and campaign on the uses of forests and forest produce. Annual grant to National Libraries Board. Annual grants to museums, cultural centre, and national theatre.	
Ministry of Tourism		The economic advantages and conservation of wild life and historical sites (campaign).	

181

Organization	*Courses*	*Financial Assistance*	*Other ways*
Local Government		Grants to local authorities on the running of District Training Centres. Budgetary approval and grants towards evening continuation and literacy classes. Approval and grants towards the expansion of County and Municipal libraries. Grants towards the training and salaries of day care centres staff.	
Information		General information, education, and transmission of educational programmes. School broadcasts and correspondence education for upgrading teachers. Political education. Civil education by publication department. Cultural education thro' television. Urban Worker's education (television).	
Prisons Department		Vocational rehabilitation of prisoners. Literacy and continued education.	

The non-Government or private agencies active in adult education are mostly church sponsored agencies and private schools. It is not possible to give a full list of correspondence schools due to their numbers and the repetitive nature of their courses. It is also not possible to give the total number of students enrolled with each school as no census has been carried out.

Ministry	*Courses Organized*	*Financial Assistance*	*Other*
N.C.C.K.	Village Polytechnics		Participation in conferences and Seminars.
	Rural Training Centres, Limuru conference centre. Christian reading rooms (libraries)	Seminars, Tours, Radio and Television Broadcasts.	
University	Correspondence Education	Seminars, Lectures, colloquys	Participation on the Board of Adult Education and panel discussion.
	Residential courses at Kikuyu, Adult Studies Centre. Continuation classes etc. in Urban centres (extra mural).		
University	Services for Ministries		
Literacy Centre	Courses for Adult Literacy Teachers	Production of Primers (Centre closed in 1970 after 10 years of operation).	
UNESCO	Functional Literacy (wound up in 1970). Literature on adult education in other countries and places, International seminars.		
Central Organization of Trade Unions	Courses for trade union members		Participation in workers education programmes where related to trade unionism.
National Libraries Board ..		Stocking and purchase of libraries around the country.	Advice to local authorities on establishment of libraries.

Ministry	*Courses Organized*	*Financial Assistance*	*Other*
NAIROBI EVENING CONTINUATION CLASSES			
Evening continuation classes (programme taken over by Ministry of Co-operatives and Social Services in 1970).			
Literature Bureau	Courses for prospective writers	Production follow-up readers, and books interesting to literate adults.	
Catholic Secretariat	Rural Training Centres	Formal classes in mission centres.	
Friedrich Erbert Foundation..	Three Residential Training Centres at Nakuru, Kabarnet and Kisumu.	Grants for conference and seminars in adult education.	

Agriculture

The Ministry of Agriculture has a total of 28 farmer training centres covering various districts with a total capacity of 720 beds. In addition, there are two institutes at Embu and Egerton College where the middle-range professionals are trained. Two of these farmers training centres are range management centres for the ranching areas. Young adults have the (K4) club organization which aims at interesting the future generations in farming activities.

Other farmer training centres are managed by the National Christian Council of Kenya with 9 rural training centres, Catholics with 10 training centres, local authorities with 25 District training centres, Friedrich Erbert Foundation with three training centres. The Ministry of Agriculture has two large-scale training centres fully equipped to help the land transfer programme of large-scale farming areas where Africans are rapidly purchasing European-owned farms.

Kenya has a network of lively and informative agricultural shows at the local, regional and national level under the management of the Agricultural Society of Kenya. The All-Africa Trade Fair will be held in Nairobi in 1972.

Labour

The Ministry of Labour has a highly successful national youth service where young men and women after a seven year education, are trained in vocational skills for a two-year period and housed in camps scattered all over the country. The scheme was inaugurated in 1964 with an enrolment of 700 which topped 3,500 in 1970. Many of these youngsters have found their way into industry and agriculture. Opportunities for further education exist and the able ones are encouraged to develop study habits for continued education. National Youth Service is not a formal training institution but an orientation agency to tackle training and unemployment.

As recently as 1969/1970 an old industrial training act was amended to include an ambitious training scheme under the Industrial Training and Apprenticeship Act, in which various firms and companies will be required to contribute to a central training fund to be administered by a board under the same name. This brilliant scheme which has succeeded in some other countries is still being implemented and may not be fully operative till 1974. It is expected to produce 1,000 technicians annually in various professions.

The Management and Advisory Centre holds courses for higher and middle-level manpower to propagate the usefulness of modern management techniques. Since its founding in 1964 a total of 600 participants have undergone various courses ranging from accounts to costing and sales management.

In spite of the existence of a national body of trade unions, Kenya does not have a vigorous workers' education programme. Many factors inhibit this development but obviously, lack of professional trade union educationists and some political inertia accounts for this lack of enthusiasm.

One trade unionist who recently accused his colleagues of lack of interest in workers' education may not have been talking hot air. Very likely, the union leaders have been waiting for initiative from the Board of Adult Education or the Government. The Ministry of Labour has field labour officers who are appropriately suited for this type of challenge, but their narrow brief would appear to have confined their activities to preserving industrial peace.

Commerce and Industry

This ministry's role has been alluded to previously in connexion with traders' Education, and the management of the Kenya Industrial Training Centre, which was established in 1964. A total of 560 technically qualified graduates in intermediate technology have completed their courses during the seven-year period. Other training centres are now being extended to cover additional areas to make a total of six Rural industrial training centres by 1975.

Health

This ministry has a health education unit which is not adequately staffed at present. However, the educational functions of the ministry are carried out under various banners, hence the final coverage is excellent. Family planning health clinics, regional seminars, broadcasts, and mobile clinics which made spectacular progress after 1965 are witnesses to the growing awareness among Kenyans of the need for better health. Kenya has a total of 13,700 beds in just over 100 hospitals in provincial, district and mission centres.

Co-operatives

The National Co-operative College completed in 1970 with Nordic aid is fast taking its place as a training centre for co-operatives officials and the members.

It has a capacity of 40 beds. The education unit of the department with the assistance of Nordic advisers commenced an educational campaign after 1963 to cover rural areas on the objectives and role of co-operatives in mobilizing and and encouraging savings as a basis for more credit. Co-operative education had a slow growth rate prior to 1967, due to lack of expertise in the design and supervision of courses.

Social Services

The national literacy campaign was officially launched in 1966 by President Mzee Jomo Kenyatta. Since then over 50,000 adults have enjoyed some literacy efforts, although rather haphazardly and sporadically. Prior to 1966 there were no adult education officers to supervise this campaign; their appointment during 1966-1970 was at a slow rate of ten a year to cover the 42 Districts and six municipalities. As stated elsewhere, this campaign has fallen far short of expectations.

Youth polytechnics and youth centres in Kenya have made history as part of the answer to the school-leaver problem and employment. A report by an expert follows, giving a brief history of their development.

"Village polytechnics were begun in 1966, mainly through local church groups being stimulated by the ideas put forward by the N.C.C.K. report on *After School What*? Today there are over 20 village polytechnics in Kenya. The aim of the village polytechnics movement is education for self-employment. This means providing young men with skills and values which will lead them, even when a permanent wage-earning role cannot be found, to look for other worthwhile occupations in rural areas". *(John Anderson)*

Some village polytechnics offer formal courses, others merely offer part time tuition to allow the students to pursue their own occupations. The subjects generally offered comprise—

- Woodwork
- Masonry
- Mechanical
- Tinsmithing
- Typing and clerical
- Signwriting
- Farm mechanization
- Domestic science
- Tailoring
- Book-keeping
- Tanning and leatherwork
- Games and recreation
- Agriculture
- Formal education:—
  - Mathematics
  - Languages—(English and Swahili)
  - Science
  - Health Science
  - Religious Studies
  - Geography
  - History

Due to the limited opportunities for young Primary School graduates for either further education or training, the village polytechnic is no less a movement than co-operatives or workers' education which has received tremendous support from worried parents and the labour exchanges.

Ministry of Education

The Education Act states that the syllabuses are decided and developed by the Ministry which is also responsible for the training of teachers who are widely used for literacy campaigns. Due to problems of loyalty and allegiance the Division of Adult Literacy often encounters problems with teachers who owe their loyalty to this ministry. The most active body in further and continued education, the Exra Mural Division of the University, is financed by the Ministry of Education. This division has an interesting history since it began operations in 1960 as a branch of Makerere University of Uganda, with a resident tutor stationed in a remote area of western Kenya near the Uganda border. It was not until 1962 that a fully fledged centre began in Nairobi attached to the University College as part of the University of East Africa. After 1963, when it became obvious that the three partner States were evolving national philosophies not consistent with one university for the Community, the Institute of Adult Studies of the University College was created and the programme made steady progress until 1970 when the university split. The institute had by then covered four provincial capitals with funds available to cover all seven regional centres before the end of 1971. The institute is composed of three Divisions, the extra-mural, correspondence course unit, and the residential adult studies centre a few miles from Nairobi. The centre offered short courses in adult education, leadership, and the one-year university mature-age entry diploma which was discontinued in 1969.

Kenya Institute of Administration

This institute was established in 1960 in response to the growing independence fever demanding well-qualified Africans to hold responsible positions in Government.

Its role of accelerating the Africanization of the public sector was substantially completed in 1968. 1969-1970 saw a review of its functions and the search for new areas of training—a task which is still in progress. The majority of graduates were often field workers who are required to interpret Government policy, scientific data, and "animate" the people at the grassroots level.

Political and civic education, although not explicitly stated, was the responsibility of the Office of the President, through the provincial administration. This aspect of adult education was conducted through informal channels of communication due to other factors which for the purposes of this report will not be discussed here.

Law and the Constitution—Civic Education

The public discussion of the country's constitution seems to have withered on the demise of the cumbersome regional set-up a few years after Independence. Thereafter, the members of the legal profession maintained a characteristic silence, in a field where adult education would have provided a splendid opportunity for the people to understand the implications of the Roman Law and its relationship and/or contradictions with the African concept of law and justice.

Adult education in this field is confined to the courts where through the customary exchanges of the classical trio (magistrate, prosecution, and defence) many have had a rueful glimpse of the law at work.

It is hoped that the seventies will see some legal educationists bringing to the people understanding of their duties and rights within the law and the constitution.

Ministry of Natural Resources

Besides Forestry and Geology, this ministry is responsible for the running of national library services, national museums, the national cultural centre, and the national theatre.

The Act establishing the National Libraries Board was passed in 1966, and since, then, the board has established libraries in the capital and two other centres in urban areas. The pace of development has been slow due to shortage of professional librarians who would have manned the regional libraries. Nevertheless, the country had, all along, several other libraries owned by private clubs and local authorities.

These libraries were not accessible to the majority of the adults due to the nature of their stock which comprise mostly novels by western novelists whose vocabulary was well above that of the average reader. On the other hand, too, the utilitarian tastes of the new elite and clients required books in economics, commercial subjects and examination text books.

This single factor militated against a hasty decision to incorporate those Libraries with the National Library Board. The sixties regrettably, did not see any dramatic development in either publications of literature suitable for the majority of readers, or the establishment of mobile libraries or such other system of reaching the remote areas.

A pilot scheme between 1957 and 1964 under the Department of Community Development flopped, understandably, because the C.D. staff were not trained as rural librarians and could not devote enough time to the care of the books due to other commitments. Most of the thousands of books distributed during the life of the scheme were lost through pilferage and other losses through readers not compelled to return them after borrowing.

Local Government

County councils own and finance local district training centres whose management was vested with the Department of Community Development.

The courses in these centres include:—

1. Community Development.
2. Leadership and Human Relations.
3. Civics.
4. Home Economics and Home-crafts.
5. Co-operatives.
6. Child Care and Development.
7. Nutrition.
8. Adult Literacy.
9. Nursery Management.
10. Business Management.
11. Language
12. Family Planning.
13. Committee Procedure.

The greatest contribution by local authorities, particularly the municipal councils, are the evening continuation classes where further and continued education from any point is possible. Classes are held from post-literacy to School Certificate under the guidance of the Social Services Department in some councils and Education Department in others.

The classes are financed from four sources viz:—

(*a*) grant from Ministry of Co-operatives and Social Services.

(*b*) grants from Local Government funds.

(*c*) fees collected from students.

(*d*) budgetary provision by the local authorities.

The general percentage of contribution is 10 per cent, 20 per cent, 20 per cent and 50 per cent respectively. Obviously the bulk of resources comes from local authorities themselves. Up to 1970 there was no comprehensive service to supervise and assist the local authorities in this programme. Teachers were left to their own devices to adapt school materials for the classes. Again it was not possible to give the service due to lack of appropriately qualified staff in the Ministry of Co-operatives and Social Services able to advise on materials and preparation of syllabuses. In almost all cases, the pattern followed the school syllabus with adults taking as long as children to cover the formal education courses.

Private Sector

In the private sector, the churches' contribution is historical. Educational services ranging from formal education, vocational education, and rural training was pioneered by the churches. During the sixties the National Christian Council turned to youth and unemployment, and in fact commissioned the famous study—*After School What*? The establishment of village polytechnics and the rural training centres owe their origins to efforts of the church development experts, who stimulated public concern at the voluminous migration into urban areas by young persons without hope of a career. Emphasis should be made that rural development is not a device to arrest the trend, but to improve and exploit resources in rural areas for the benefit of the whole country. N.C.C.K. has a total of 20 village polytechnics.

Literacy Centre

Primers and follow-up readers developed on the lines of the Laubach method, were the main results of this centre. It is unfortunate that all the efforts of this centre since 1960 had to come to an abrupt halt in 1970 due to lack of support and advice from the literacy department. It is quite possible that with additional funds, and general guidance, a national primer would have evolved from the centre. It was the only centre producing literacy materials during the 1960s.

235

Unesco

Unesco had a literacy centre from 1966 to 1969, which was more preoccupied with producing detailed reports on a possible literacy campaign, rather than actual projects. The contribution of Unesco in the field of literacy in Kenya is very limited, since no formal requests were made for technical assistance.

In a country where 40 per cent of the school-age children cannot get an opportunity of formal education until they become adults; three-quarters of the school-going 60 per cent cannot get into Secondary Schools and only a mere 0.5 per cent goes to University, the possibilities of adults resuming or combining school and out-of-school education are correspondingly slim. The priorities are in improving children's education so that the final goal of universal primary education is achieved. Furthermore, this limited opportunity for adults is available to the few who can afford the higher fees charged by the correspondence schools and the only university in Kenya. Adult classes must remain content with evening continuation classes and correspondence school and self-education, for a long time at least during the seventies when priority is hinged on other matters of national economic development. This in no way contradicts the truism that economic growth and social cohesion rest fundamentally on a better educated (well informed and critical) adult populace.

CHAPTER III

THE BOARD OF ADULT EDUCATION

(Co-ordinatory Machinery of Government)

Early in 1960, the Minister for Education, by a Gazette Notice, appointed six prominent Kenyan personalities to an advisory council of adult education. The composition included veteran teachers, one member of Parliament as Chairman, and a senior education officer as its secretary. This advisory council was directly responsible to the Minister for Education. From records, the council made a number of recommendations, which were ahead of their time, on radio and television education.

This council would appear to have suffered in effectiveness due to lack of legal powers to enforce its decisions. Consequently during the year 1962 to 1964. serious thought was given to a national body cutting across ministerial and public authority, reinforced by legal provision, preferably by an Act of Parliament. Agreement was reached and the Board of Adult Education Act was passed in 1966, to commence a unique experiment in adult education. The objectives of the Act were simply stated in Section 2 of the Act.

To advise the Minister on any matter relating to adult education including the formulation of courses, and syllabuses, the establishment of residential and non-residential institutions, the use of museums, libraries and the media of mass communication, and the provision and award of scholarships and bursaries.

To advise the Minister on any matter relating to adult education including adult education of ministries and departments of Government and agencies.

To stimulate and encourage activities in adult education and to report annually to the Minister on the progress of development of adult education.

For the complete definition of the board's functions, reference is made to the following documents which should be available to all delegates:—

(*a*) The Board of Adult Education Act.
(*b*) Triennial Report 1966-1969.
(*c*) Annual Report 1969-1970.
(*d*) Brochure—Board of Adult Education.
(*e*) And the many publications and research papers for the board.

The provisions of the Act confer its powers on the Minister and not the board, a fact which escaped the attention of the officers who were called upon to implement and interpret the legislation. In the Act the Minister has powers to appoint the members for a period of three years. He also appoints the Secretary as the Chief Executive Officer.

Regional and county committees were to be appointed with the approval of the Minister. The board is empowered to establish advisory panels and committees consistent with the current issues in adult education, e.g. fundamental education, literacy, vocational education, etc.

Under Section 11 of the Act, the Minister has wide powers in imposing subsidiary legislation. It states: "The Minister may make rules and regulations for the better carrying out of the provisions of this act". Which implies that the Minister

can lay down enforceable standards on the establishment, syllabus, staffing and financing of adult schools. He can also establish professional bodies to administer certain types of education not inconsistent with other legislation. Indeed, one area where the section could be used to great advantage is correspondence education where a host of companies are engaged in private tuition charging high fees.

This section, like the main act, leaves many matters unsettled. It is not explicitly stated whether its powers override, are complementary or subordinate to the Education Act. Probably, the fact that adult education was then under the Ministry of Education influenced the draftsmen to leave these matters to common-sense.

One school of thought also contended that the powers should have been vested with the board, thus making the board a body corporate able to implement some of its decisions in educational programmes. Both schools are unfortunately blind to the fact that the definition assigned to adult education in the Act, precludes an independent body, as it is so broad as to embrace the whole state machinery.

Development

In 1966 when the Act became operative, a junior Education Officer in the Ministry of Education was appointed the Secretary. This being the first time that adult education was recognized as a service, some confusion arose as to whether the officer was the head of a new department, or he was simply the executive officer of the statutory body. Failure to make the distinction that formal adult education and literacy merited a fully fledged department with a Deputy Director of Education in charge, led the public and the Government at large to see the board as playing that role. Consequently, the education officer held the two posts of head of Adult Education Division and Secretary to the Board. The records and minutes of the board indicate that the Board spent four years discussing literacy and the appointment of assistant adult education officers. The board's achievements in 1966-1968 would otherwise be nil except the fact that the secretary used the board to convince the Treasury to appoint Adult Education Officers to work under the Education Officers of the Ministry of Education.

However, the portfolio was transferred to the Ministry of Social Services in 1967, and in 1969, the post was split and a Secretariat for the Board established. Henceforth the board formed several committees namely:—

1. Executive Committee.
2. Research and Training Committee.
3. Publications, Libraries and Teaching Aids.
4. Finance and Development.
5. Literacy and Fundamental Education.
6. Formal and Vocational Education.
7. Adult-Oriented Syllabus and Reading Materials.
8. Liberal and Cultural Education.

and embarked on an ambitious exercise of research into various aspects of adult education, and the establishment of a central information office. Early in 1970, a new full-time secretary was appointed with a small staff of three, to carry on the functions of the secretariat. During the next few years, Kenya intends to establish an adult education centre as the hub of adult education activities in the country.

The Board of Adult Education was never intended as an "over-lord", not even a "watch-dog" of educational ministries, but as a bridge between the various ministries and agencies; servicing and providing advice on matters concerning syllabus, institutions, etc. Sectoral programmes are entirely the responsibility of individual ministers who are in no way bound by the recommendations of the board, and whose authority is not diminished by the Adult Education Act. In more precise terms, the board endeavours to cultivate the *esprit de corps* amongst the adult educators, planners, and professionals.

Co-ordination of adult education as part of the Government programmes is carried on by the Head of State who is chairman of the Cabinet and Leader of Government business. The professional aspects, originating functions, and constant review by evaluation and research are the residual responsibilities of the board.

The board has a total membership of ten Government ministries and 12 private agencies on its membership. There is provision for five co-opted members of unspecified description. This was an opportunity for drawing in professionally qualified educators. Representation on a ministerial basis does not seem to have achieved the desired results in many ways. In a young country, officers change frequently as a result of promotions, transfers, resignations, reorganizations and hence the board never had regular membership. This affected continuity and the level of discussions. Secondly, there were no allowances for non-public officers who felt no inducement to attend the meetings which occasioned some personal financial sacrifice.

In restrospect, the board, has in some ways achieved many of the initial goals of promoting the need of adult education as both a human and economic factor in development. It is now accepted that only a well trained and informed nation can hope to conquer the enemies of disease, ignorance and poverty by involving the people in all aspects of decision making. Probably these problems faced by the board during these formative years could be labelled labour pains as a portent of well co-ordinated and organized adult education in Kenya. The board is still a unique experiment anywhere in the world and many nations have expressed interest in its success.

CHAPTER IV

FINANCING

The figures for adult education are not as easily available as those for the school system. In 1969, the board with this problem in mind, initiated a study entitled "Financing in Adult Education". This study has encountered many problems due to lack of research workers to produce a report. The general objectives of the research were:—

(1) To identify the major institutions providing educational opportunities for adults and to indicate the financial implications of their annual provision. This will include Government "educational" ministries, public authorities, and voluntary agencies.

(2) To provide a comparative basis for study of the financial provision for different adult "student groups" i.e. illiterate farmers, examination-oriented adult students.

(3) To indicate the relative costs of residential forms of adult education as against non-residential forms.

(4) To identify sources of income for adult education-providing bodies.

(5) To give some indication of the scale of past financial provisions as a measure of its growth.

(6) To describe and assess the importance of adult student fee payment.

(7) To indicate the major problems involving finance which face providing bodies and to recommend, where appropriate, possible solutions to those problems.

(8) To attempt to determine the approximate expenditure per head on the education of the overall adult population as a first bench-mark figure of measurement.

(9) To compile a report of findings on the above with relevant comments, suggestions and recommendations.

During the survey, the proportion of the total national expenditure on adult education coming from different sources for 1970/1971 indicated the following pattern:—

Kenya Government	65 per cent
E.A. Community (Kenya Contribution)	5.8 per cent
Local authorities	0.6 per cent
Foreign aid	19.30 per cent
Advertising Fees and Licences (VoK)	2.50 per cent
Employees (private training schemes)	2.3 per cent
Fees	1.80 per cent
Sales of products	1.60 per cent
Donations	1.50 per cent
Members' subscriptions	0.24 per cent
Fund raising	0.06 per cent

From the figures given above fees represent 1.8 per cent of the total expenditure on adult education. This figure also includes the sponsorship element by employers or other organizations and it is difficult to determine the actual contribution by the students themselves. Nevertheless, it is apparent that the students' contribution is negligible.

This shows clearly that the bulk of the costs for adult education are borne from public funds rather than the individual learner. During in-service training the learners receive full salary and highly subsidized board and lodging paying only nominal messing charges. Often, where fees are charged, their proportion is a fraction of the total cost of the courses. There has not been any scheme of reduced working hours as an inducement. However, the employers give study leaves on full salary to enable employees to complete some courses.

It is not known how facilities for pre-school education act as an inducement for mothers to attend learning sessions. In most cases it enables them to engage in full-time employment or other domestic chores.

No sizeable direct grants are made by the Government to private education programmes but the following figures for 1970/1971 are an indication of what happens:—

GRANTS-IN-AID

Salvation Army	£900
Red Cross	£900
Limuru Boys Centre	£200
Association of Youth Centres	£800
Y.M.C.A.	£100
Christian Industrial Centre	£100
Maendeleo ya Wanawake	£1,500
Evening Continuation Classes—	£1,000

It should be emphasized that all these grants are not entirely spent on educational programmes.

As regards the proportion spent on formal education since 1960, the exercise would be enormous to determine the changes in financial terms. Probably with a little effort, figures for formal and continued education could be worked out, but other types of adult education would be almost impossible to cost.

Funds for adult education are sandwiched with other programmes and allocations for adult educators are grouped together with other workers, for example, an Educational Co-operative Officer is simply referred to as Co-operative Officer, while an Auditor in the same department is also designated Co-operative Officer.

However, by taking selected entries in the recurrent expenditure of Government which could be clearly labelled "Adult Education" for the last three years it appears that:—

1969/1970 there was an increase of over 6.4 per cent over 1968/1969.

1970/1971 there was an increase of 14.5 per cent the estimates for 1969/1970.

An attempt has been made to compare the growth in expenditure for adult education with growth in expenditure for formal education. However, this has been complicated by the fact that responsibility for, and funding for, formal

education has been shifted from local authorities in large part, to the Central Government. It has not been possible to collect these widely scattered figures in time to meet the deadline for this preliminary report. However, if available, the growth rate for formal education will be included in the brief for the participants.

So far as the future is concerned, it is hoped that with increasing attention being given to the contribution which adult education can make to national development, a continuing data accumulation effort will help in determining the pattern of expenditure on adult education.

Kenya does not give external aid for educational programmes besides the contribution she makes towards the budget of international bodies like U.N.E.S.C.O. or other U.N. agencies. Of course, there are occasional bursaries and scholarships for the neighbouring countries to study in our national institutions, but the figure involved is negligible and can be ignored without risk of distortion.

CHAPTER V

METHODOLOGY

As stated previously, Kenya's educational system has been geared towards producing efficient workers, but the important function of the electronic media has not been explored with a view to improving the teaching methods.

The formal approach has applied all round with lecturing, blackboard, textbook and rote. The supplementary channels were the cultural modes of communication, which are often undefined and difficult to reduce to an education theory—these are social interactions in group discussions, imitations and even prejudice. The notable major innovations were in the field of mass media and the audio-visual aids. These aids could result in revolutionary teaching methods. However, their impact and complexity had not been appreciated by those affected until the end of the decade.

Evidence available indicates that no systematic research has been carried out describing and evaluating the general methods employed in Kenya's varied educational service. What is available and what subjective assessments have been made all indicate a general tendency to replicate the unimaginative rote methods the tutors and instructors experienced during their own school or post-school education. Recent detailed work by the University of Nairobi Institute for Development Studies, on agricultural extension in certain areas, accords entirely with these assessments and has led the Training Division of the Ministry of Agriculture to overhaul, in 1971, the training of its extension staff and to include a methodology component in addition to the traditional factual contents.

Other encouraging signs of a "wind of change" in this whole field of *general method* can be seen in:—

(i) The greatly improved instructional techniques in some vocational training;

(ii) The expanded provision of courses in adult education methodology by the Institute of Adult Studies, University of Nairobi—varying from one day seminars, one-week/one-month residential courses to the new one-year diploma courses;

(iii) The improved training facilities at the Kenya Institute of Administration;

(vi) The slowly awakening awareness in ministries and in the Directorate of Personnel that a wide range of field workers require some training in human relations and in techniques of communication.

Specific Innovations

Over the last decade and particularly in the last two or three years, there has been a marked increase in the "education technology" available. Before citing major examples, however, it is wise to note that most of Kenya's adult education "students" and many of its "tutors" will never have seen a film strip, let alone an overhead projector.

The new audio-visual aids are still very scarce and tend to be concentrated in a few institutions. The presence of the equipment does not guarantee its frequent and effective use! The teachers require much training on the use of these aids as do the students.

31

Nevertheless, some major advances can be noted, including:—

(i) The development of an adult education component in the Voice of Kenya national radio—including regular programmes of interest and value to farmers and agricultural extension workers; traders and trade development officers; health, community development and social workers, etc. (At present the general quality of these programmes and the extent of their impact and of any follow-up activities are disappointing: but a start has been made!)

(ii) The creation by the Ministry of Education within the University Institute of Adult Studies, of a radio/correspondence course unit which receives excellent co-operation from the Voice of Kenya. Some 14,000 study courses have been sent all over the country and the regular marking of these is supplemented by supporting radio programmes every weekday from 5 to 6 p.m. In addition the unit has made use of the other branches of the institute to arrange one week and shorter residential courses and face-to-face teaching sessions in many parts of the country. So far, these courses (in history, geography, Kiswahili, English, maths. and science) have been fairly basic, aimed mainly at upgrading teachers, although they are also used by many other adults. The recent development of a small correspondence department at the Co-operative College should also be noted.

(iii) The widespread use of audio-visual aids, with for example, the development of the health education unit with excellent photographic, printing and projection equipment and mobile cinema vans; the creation of an Audio-visual Centre at the Kenya Institute of Administration and the growing number of residential training centres of all kinds, most with some modern equipment.

Many other advances could be noted, so that, all in all, the prospects are promising: but it would be wrong to claim that widespread use is made as yet of "modern technology and mass communication media". In fact, it is worth reiterating that such widespread use can only come hand-in-hand with general improvements in teaching methods and thus with "increased adult education for the adult educators".

(*a*) Increasing awareness of the possibilities, as more training courses occurred.

(*b*) Increasing availability of these new resources.

(*c*) The Government of Kenya already has plans to attempt a major development in multi media mass rural education, involving the Voice of Kenya together with several ministries. The broad proposals are—

(i) that an entertainment-cum-education type—radio serial—concerning a rural family should be broadcast twice weekly;

(ii) that other once weekly radio educational programmes should be "hooked on" to the serial (one focusing perhaps on farming, Co-operatives and trade and one perhaps, on health and social and civil education):

(ii) that listening groups should be formed by the various ministries involved and by the University extra-mural staff;

(iv) that local leaders should be trained at residential courses in the techniques of educational discussion;

(v) that correspondence course material should be fed to these leaders;

(vi) that "feed-back" should occur in the form of written answers and selected tape recordings.

(*d*) It is felt that such a multi media approach based upon radio will be of much more value to Kenya in the seventies than plans based upon television. The "hardware" and programme costs of large scale television education are prohibitive: it is felt that the same finance applied to the type of programme outlined in (*a*) above would be much more effective.

(*e*) Whilst priority planning and systems analysis may well play their part in various sectors of adult education, no overall master plan will be possible until more co-ordination can be achieved. One would have thought also that systems analysis would need to be allied to linear programming to achieve optimum results and in a developing country the necessary large-scale background research for these refined techniques will not be possible in the near future.

This information is not readily available on a large scale. The Board of Adult Education as already mentioned is currently establishing an information library for all matters concerning adult education and its practices. The new journal on adult education will be a forum for exchange of information and dissemination of new ideas in human communications.

CHAPTER VI

PERSONNEL FOR TRAINING OF ADULT EDUCATION

Kenya has an acute shortage of professionally trained personnel in all fields for an adequate adult education programme. The critical shortage is in the realm of methodology, curriculum experts and educational administrators. Ironically, the supply of subjects professional is not as acute since manpower is available to tackle almost every subject at the amateurish level. These are instructors, lecturers, speakers, teachers, demagogues, who have studied the subject of the individual professions, but who, unfortunately, have not had an opportunity of acquiring the tenets of adult learning psychology. It is a great obstacle, which may have been altogether insurmountable in situations requiring crash programme approach.

In summary the fields experiencing the shortage are:—

(*a*) Adult Education Training.

(*b*) Mass Media (Technicians, artists).

(*c*) Rural Newspapers.

(*d*) Libraries and Book production.

It is in the field of writing, design, radio/television programmes, books and administration that Kenya's adult education system suffers mostly.

The sixties saw little public concern at this bottleneck and with the exception of the university which is gradually edging its way into this field, the majority of the other institutions have aimed at improving efficiency at job performance rather than teaching of the relevant skills. The Institute of Adult Studies specializes on further education—with three month foundation course in adult education, shorter courses in the provinces and the one-year diploma course commencing in September 1971. These courses which have not been assessed on their usefulness in meeting the educators shortage, were pioneer efforts to stimulate similar courses in the sister institutions.

The Kenya Institute of Administration holds certain courses in social welfare, and administration for field workers which could be classified as educational in that they demonstrate practical problems in organizing self-help effort in rural areas. As mentioned elsewhere, in this report, training in Kenya is receiving priority from all quarters with a view to enhancing the mobility of those skills and and improving the essential feed-back system. This is evidenced by the appointment of a recent committee on training—Wamalwa Training Review Committee —whose report is expected late in November. The national training institutions have become aware of this need.

To mention just a few:—

1. National Science Teaching Council to be formed in November 1971 with the express purpose of propagating the methods available to harness science for development.

2. Co-operative College to meet the need of co-operative educators among other co-operative functions.

3. The conversion of the Institute of Administration into an "Ecole polytechnique" to train educators for rural development.

4. Management and Advisory Centre to expand programmes which will accommodate the training for workers' education experts and organizers.

5. New curricula for teacher training colleges to prepare teachers for the wider roles in society as development agents at all levels—child and adult. This development is fully supported by the teachers unions who in fact regret the oversight in the past.

6. The Industrial Training Scheme which will produce technicians and entrepreneurs even in the field of general technological practices with employers making substantial contributions.

7. The multi-purpose rural training centres which will combine in economic terms all the training facilities in rural areas in place of the present fragmented system of individual centres generally under-utilized.

8. The Ministry of Education is currently implementing decisions of far reaching effect in teacher training programmes to widen their scope in commercial education—agricultural education, technical education, the arts, etc.

9. The formation of a national book promotion council which will study the prospects of writing, production and sale of books suitable for our libraries and bookshops. This council will be formed in November and it is hoped that a new impetus will be given to literature.

Along with these are the numerous seminars, lectures, etc., which are held on national and regional basis as refresher courses or as forums for launching new ideas into circulation.

Last, but not least, the establishment of a National Adult Education Centre as locus of all adult education programmes to bring about greater co-ordination of those programmes at the national level.

APPENDIX I

PUBLICATIONS PERTAINING TO ADULT EDUCATION PUBLISHED DURING THE DECADE

1. Kenya Education Commission Report—Parts I and II.
2. Sessional Paper No. 10 (1965).
3. *Education, Employment and Rural Development in Kenya* (Kericho Report) (1966).
4. *The Role of the Institute of Adult Studies in the Development of Kenya* (1969).
5. Wamalwa Committee on Review of Training (1971).
6. Triennial Report of the Board of Adult Education (1966-1969).
7. Annual Report 1969/1970.
8. Kenya's Board of Adult Education (Brochure).
9. *Survey on the Provision of Formal Education in Kenya* 1969. (Mr. Mulusa Report—Board of Adult Education).
10. *A Survey of the Literacy work in Kenya* 1969 (Linné, Unesco).
11. Survey of the Broad field of Fundamental Education in the Coast Province of Kenya with special reference to the Improvement of rural extension services in Kwale District 1969. (M. Moore—Board of Adult Education.)
12. *Financing of Adult Education in Kenya* (Dorothy Thomas—Board of Adult Education).
13. Board of Education Act, Chapter 223, Laws of Kenya.
14. Report of the National Conference on Adult Education for government and voluntary organizations in Kenya 29th June—1st July, 1971, by K.N.C.S.S., published by East African Literature Bureau.
15. "Programmed learning and Research in Adult Education" (Proceedings of a conference of Adult Education Association of East and Central Africa 12-19 June, 1966, Ed. R. C. Prosser), published by East African Institute Press.
16. *Adult Education in Developing countries* (R. C. Prosser) (1967), published by East African Publishing House.
17. The "Weir" Agricultural Education Commission Report (August, 1967).
18. The "Barwell" Report on Farmers Training Centres (June, 1966).
19. "After School What?" Report on the Education, Training and Employment of Primary School Leavers, N.C.C.K. (March, 1966).
20. Rural Development Administration in Bungoma District (Kenya)", Berlin (1968): German Development Institute, Editor: Ulrich Thurmann, Ad. Ed. Study by E. Fromhein.
21. *Development and Adult Education in Africa,* various contributors, Institute of African Studies, Uppsala (1967).
22. *Unesco Workshop* (1962), Kikuyu (out of print).

236

23. *The role of Adult Education in the Development of East Africa,* University College, Nairobi.

24. *Report on the development of Education in Kenya* (R. C. Prosser).

25. Adult Education and Community Development—Buitron "Seminar at Kikuyu".

26. *A study of Agricultural Extension in Embu*—(E. Walts) (1966).

27. A report on the Evaluation of Farmer Training Centres, P. Vuyiya.

28. Beecher Report (1951).

29. Ominde Report (1964).

30. Industrial and Apprenticeship Training Act (1970).

APPENDIX II

MEMBERS OF THE BOARD, 1971

Hon. P. N. Mbai	Chairman
Mr. P. G. H. Hopkins ..	University of Nairobi
Mr. R. D. W. Betts	Ministry of Agriculture
Mr. H. A. Awale	Ministry of Labour
Mr. J. C. Kamau	National Christian Council of Kenya
Mrs. A. Gethi	Kenya Institute of Administration
Mr. L. Weche	Central Organization of Trade Unions (K)
Mr. D. J. Muthengi	Office of the President
Miss. J. Adhiambo	Ministry of Local Government
Mr. E. Mbogua	Ministry of Education
Mr. L. E. Ngugi	Ministry of Finance and Economic Planning
Mr. J. Ithau	Ministry of Information and Broadcasting
Mr. J. G. Njenga	Department of Community Development and Social Services
Mr. J. K. Muthama	Department of Co-operative Development
Mr. P. Lubullela	Kenya National Union of Teachers
Mr. S. N. Okova	Kenya National Chamber of Commerce and Industry
Mrs. D. A. Luseno	Kenya National Council of Social Services
Mr. E. R. Ikutwa	Health Education Unit
Mr. F. O. Pala	Kenya National Library Service
Mr. D. Mwandia	Department of Community Development (Adult Education Division)
Mr. N. L. M. Sempira ..	East Africa Literature Bureau
Fr. D. Wekesa	Catholic Secretariat
Mrs. J. Kiano	Maendeleo ya Wanawake
Mr. J. J. Karanja	Co-operative and Social Services

SECRETARIAT

S. Kihumba	Executive Secretary
P. Mburu	Assistant Secretary
M. P. Njoroge	Executive Officer
Mrs. G. Opiya	Copy Typist
Miss R .Auma	Copy Typist
Miss M. Wanjiru	Messenger

APPENDIX III

STATISTICS AND FIGURES

Farmers Training Centres	28
Rural Training Centres (N.C.C.K.)	9
Catholic Rural Training Centres	10
Co-operative College	1
Kenya Institute of Administration	2
Multi-purpose Training Centres	2
Local Authority Training Centres	25
Kenya Institute of Mass Communications	1
Teacher Training Colleges	27
Primary Schools	6,116
Trade Schools	10
Industrial Schools	1

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